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ABSTRACT

The study for 1976-77 identified 5,527 students (5.98% of the statewide enrollment of 92,423 for grades 9-12) as school dropouts. Surveys tallying dropouts and enrollment by grade, sex, ethnicity, and possible reasons for a student's decision to leave school were received from 152 schools in 86 districts. Districts reported dropout ranges from 13.6% to 0%; individual schools reported 19.1% to 0%; and alternative and evening high schools had rates from 59.6% to 10.2%. Data analysis indicated that American Indian students, who made up 7.5% of total enrollment but constituted 12.9% of total dropouts, were more than twice as likely to leave school as Anglo students. Percentages of total dropouts for other ethnic groups were: Spanish 43.7%; Anglo/Other 40.7%; Black 2.6%; and Oriental 0.1%. Dropout rates for grades 10 and 11 (62% of total dropouts) were significantly higher than for grades 9 and 12. The northwest and southeast regions had less than half of the state's enrollment but nearly two-thirds of the dropouts. Suggested revisions for subsequent reports included clarification of definitions and directions. (AW/MH)

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NEW MEXICO DROPOUT STUDY

1976 - 1977

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SEPTEMBER 1977

EVALUATION, ASSESSMENT, AND TESTING UNIT

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PREFACE

The problem of the school drop-out has been an issue of concern in New Mexico and the nation for many years. Unfortunately, in the past five years the drop-out problem in New Mexico has been compounded by the lack of definitive information concerning the topic. While numerous schools across New Mexico have devoted staff time to not only keeping records about local drop-outs, but also to instituting drop-out prevention programs, no statewide drop-out data has been collected for many years. This lack of information has drawn support for a statewide drop-out study from the State Board of Education, the Legislative School Study Committee, North Central Accreditation Association, as well as other interested groups.

Our intent in this document is to provide the initial findings from the 1976-77 Statewide Drop-Out Study. Further, we wish to set the stage for this type of study to become an on-going part of statewide information collection about education in New Mexico.

My personal thanks to Lena Castillo, Dr. Chuck Stoughton (UNM), and Mike Glover for their efforts in conducting this study.

ALAN D. MORGAN, State Director
Evaluation, Assessment, and Testing

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INTRODUCTION

For at least three decades, the American public and most educators have been concerned to varying degrees with the student who forfeits his or her right to attend public school - the "drop-out." The 1950's depicted the dropout as an insolent terror and the 1960's as an insouciant flower-child. In more recent years, however, educators, parents, and concerned citizens have come to realize that there are no convenient labels nor quick solutions. It has only been within the last ten years that the dropout has come to be considered a serious problem in the American educational system. Previously, the dropout was a rather curious phenomenon who had several options available, namely most trades, the military, and marriage.

The wealth of material written on why and how society has changed in the last ten or fifteen years does not bear repeating. Suffice it to say that society has changed and with those changes several of the available options closed. The dropout became a sign of failure and therefore a more serious problem. Failure is something few of us can deal with adequately, so our initial response is to find where e l s e the blame might lie. Parents blame schools, schools blame parents, and when all else fails we have a convenient scapegoat in "society." Since no single source can or should be held responsible for the dropout, each of us - the individual, the school, and the parent - might accept a portion of the responsibility and begin to look for better answers to the now more complex questions.

This study offers no answers. Hopefully, the educational system in New Mexico can begin to adequately define the nature and extent of the dropout problem. Once this definition has occured, it will be necessary to begin to identify and select those options which will aid us in overcoming this problem and providing services which will meet the needs of as many of New Mexico's children as possible.

Michael Glover
Evaluation, Assessment and Testing
State Department of Education

BACKGROUND

The New Mexico Dropout Study for 1976-77 is an attempt to provide specific information concerning the number of dropouts throughout the state and identify some of the possible reasons for this action. This study was initiated as a result of the continuing interest of the State Board of Education and the Legislative School Study Committee in the apparent dropout problem. In prior years, the State Department of Education and the Public School Finance Division have collected various information about pupil attendance in New Mexico public schools, but have not attempted to explicitly identify or categorize dropouts. It is hoped that the information provided here will begin to serve as baseline data for longitudinal study of high school dropouts. Year-to-year comparisons should assist the state and local educational systems in determining the status and trends within this one aspect of education. This year, educational decision makers may begin to identify certain aspects of the dropout problem which require immediate attention and initiate planning to meet those needs.

DATA COLLECTION

The Evaluation and Assessment Unit of the State Department of Education and the North Central Accrediting Association jointly prepared a survey instrument (Addendum I) Which was mailed to all public secondary schools in mid-May, 1977. The instrument requested a tally of all dropouts and enrollment with breakdowns by grade, sex and ethnicity. Thirteen possible reasons for a student's decision to leave school and a miscellaneous cateogry were provided for the tally. Although a return data of June 30 was requested, many documents were not completed and returned to the SDE until as late as September, 1977.

The initial results of this study indicate that subsequent reports should more explicitly define the terms used in discussing dropouts and should more fully attempt to distinguish between voluntary and involuntary removals from school. In preparing the data for analysis, several manipulations were necessary to correct reporting errors, particularly in the "Other" category under "Reasons for Dropping Out" where many transfers were reported as dropouts and in the ethnic breakdown where many Anglos were reported under "Native American."

DATA ANALYSIS

Information was received from 152 schools in 86 districts. The total enrollment, grades 9-12 in those districts was reported as 92,423. The reported dropouts totalled 5,527 for a statewide dropout rate (number dropouts divided by enrollment) of 5.98% (Addendum II). Nine school districts reported no dropouts. The reported dropout rates ranged from 13.6% to 0% (Addendum III). Individual school dropout rates, excluding alternative and evening programs, ranged from 19.1% to 0%. Sixteen high schools and two junior high schools reported a rate in excess of 10% while eighteen schools reported no dropouts. Alternative and evening high schools are classified separately because they address their services to a different population. Among them, the dropout rates ranged from 59.6% to 10.2% (Addendum IV). Detailed information concerning specific schools and districts and offering breakdown totals by grade, sex, region, and ethnicity is contained in the Addenda.

FINDINGS AND CONCLUSIONS

1. The results of this 1976-77 study indicates at least one critical factor in each of the categories for which a breakdown was requested. The dropout rate by ethnic group (item C, Addendum II) shows that Indian students are more than twice as likely to leave school as the Anglo student. Native Americans comprise 7.5% of the reported 9-12 enrollment, but constitute 12.9% of the total dropouts. Among Indian students the dropout rate is 10.3%. These factors should serve as sufficient justification for designating Native American students a target population in establishing dropout prevention programs.

   Two predominantly Indian high schools, Laguna-Acoma in Grants and Tohatchi in Gallup, have dropout rates of 7.0% and 7.9% respectively which are significantly below the mean dropout rate for predominantly Indian schools. One school, Dulce, has a 4.3% dropout rate which is significantly below the state mean for all schools. Investigation of these three programs may be beneficial in developing programs in statistically similar schools.

2. Another critical factor in determining potential target populations is revealed in the grade level breakdowns (item D, Addendum II). The figures reported for the tenth and eleventh grades are significantly higher than for the ninth and twelfth grades. Students in these two grades account for 51% of the enrollment, but comprise 62% of the dropouts. The dropout rates for grades ten and eleven are 7.0% and 7.5% respectively.

3. The regional breakdown (item F, Addendum II) may be useful in statewide planning. Two areas, the northwest and the southeast, have dropout rates considerably higher than other regions or the state average. These two regions together account for less than half of the state enrollment and nearly two-thirds of the dropouts. Individually, the Northwest is the most highly impacted, followed closely by the Southeast.

   Three factors may offer a partial explanation for the significantly higher rates in these two regions. First, both regions are experiencing growth rates in terms of the local population and economy which are considerably higher than those in other regions. The economic boom conditions in many sectors of these regions also appear to produce a job market which caters to unskilled, transient labor that may have some bearing on the student dropout rate. Second, the majority of districts in these two regions have high mobility rates among students. Although a well-defined correlation between the dropout and mobility rates has yet to be shown, it is reasonable to assume that some influence or relationship exists because of the similarity found in the two types of information. Third, the majority of the state's Indian population is located in the northwest quadrant and the southeast contains a higher per capita percentage of Black students who have the second highest dropout rate of any ethnic group at 8.1%.

4. Revisions in the survey instrument and reporting procedures are necessary in order to more adequately determine the nature and extent of the dropout problem. Such revisions would include:

   a. More fully delineated directions and definitions, especially regarding the items listed under "Reasons for Dropping Out." It is possible that 2,942 (53.2%) of the students reported as dropouts are inaccurately reported. It is essential to distinguish between a student who leaves school of his or her own volition and one who is, in essence, "pushed out." The question of who initates a student's removal from school - the individual or the institution - should prove important in designing preventive and alternative programs. The problem of definition presents itself in the "Non-Attendance" and "Disciplinary Difficulties" categories. Many students reported under "Other" probably should not be counted as dropouts. These would be those students who took a GED test, joined the Job Corps, or died. All 2,942 students may belong in a different reporting category or should not have been reported here. They may present an entirely different problem than others more accurately described as dropouts.

   b. Establishing more thorough procedures in investigating the reasons for a student's withdrawal from school. "Non-Attendance" was cited nearly six times more often than any other reason for dropping out. However, it is doubtful that a student does not attend school simply because he does not attend school. It is quite possible that a more explicit reason could be cited.

   c. Elimination of the probability that not all students who dropout are being reported. Mobility and dropout rates do not seem to completely account for the difference between the grade level enrollment totals from year to year. The reverse may also be true in that one individual may be counted several times.

   d. Elimination of an apparent inconsistency in reporting enrollment figures for a variety of purposes. The SDE, working with the Public School Finance Division, should correlate the information available to it so that figures such as enrollment and membership are distinguishable and are requested and received in a consistent manner.

5. The State Board of Education and the Legislative School Study Committee should investigate the possibility of requesting special recognition and assistance for alternative programs either through additional funding or special weighting. Although such programs have the highest reported dropout rates, it can safely be assumed that most of these students have previously dropped out of the regular program. It is, therefore, only through these alternative programs that educational services may be provided.

PROSPECTS FOR THE FUTURE

The 1976-77 New Mexico Dropout Study is the first attempt to provide extensive data related to the number and type of students who leave school prior to graduation. It is hoped that data from succeeding years will enable both the state and local districts to determine trends and current problems. Most of the information contained in the 1976-77 Study will serve as baseline data dor future comparisons. Changes in reporting procedures and format may necessitate a temporary lag in the SDE's ability to draw specific conclusions from the data. These differences should be eliminated by the 1978-79 Study.

Over the next three years, areas of more detailed research should be identified at both the state and local levels. Such possibilities may include an investigation of those factors which influence a student to dropout, especially in highly impacted areas. Districts with more than one school may wish to investigate causes, effects and remediation possibilities if a wide discrepancy exists between schools in the dropout rate.

The review of the literature on dropouts (Addendum VII, page 23) contains a national perspective, informational resources, and recommendations for dropout reduction and prevention.

For the 1977-78 year, however, little action can be anticipated if the state and local school districts rely solely on a data base to provide justification for action. At least two studies are necessary in order to separate atypical phenomena from recurring trends. Nevertheless, compassion and common sense require little external justification and could adequately serve to initiate some movement toward overcoming serious shortcomings.

NEW MEXICO DROPOUT STUDY

SCHOOL NAME _____

SCHOOL CODE _____

(Complete as appropriate)

_____ North Central Association High School _____ Non-North Central Association High School

*TOTAL ENROLLMENT _____ 1–200 _____ 201–500 _____ 501–1000 _____ 1001–1500 _____ 1501–2000 and over

ENTER EACH DROPOUT IN ONLY ONE CATEGORY ON THE FOLLOWING TABLE:

	9th GRADE										10th GRADE									
SEX	MALE					FEMALE					MALE					FEMALE				
ETHNICITY	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER
REASON FOR DROPPING OUT																				
DISCIPLINARY DIFFICULTIES																				
ENTER MILITARY																				
ILLNESS OF STUDENT																				
INABILITY TO ADJUST TO THIS ENVIRONMENT																				
PREGNANCY																				
MARRIAGE																				
EMPLOYMENT																				
POOR ACADEMIC ACHIEVEMENT																				
STUDENT'S HELP NEEDED AT HOME																				
NON-ATTENDANCE																				
LACK OF INTEREST																				
LEGAL DIFFICULTIES																				
PARENTAL REQUEST																				
OTHER – GIVE A REASON FOR EACH PERSON IN THIS CATEGORY (Continue if necessary)																				
TOTAL DROPOUTS																				
*TOTAL ENROLLMENT – MEMBERSHIP																				

BLK = BLACK
N.Am. = NATIVE AMERICAN
SP = SPANISH
ORNT = ORIENTAL
OTHER = ANGLO, etc.

*Enrollment – Membership: Total number of students who appear on your school rolls at any time, for any length of time for school year (July 1 through June 30).

If you are unable to contact the student in order to obtain a reason for dropping out, please infer as best you can.

To be returned to the Evaluation Unit, State Department of Education, Santa Fe, New Mexico 87503, by June 30, 1977.

SDE – 0937

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ADDENDUM 1: SURVEY INSTRUMENT

BEST COPY AVAILABLE

BEST COPY AVAILABLE

NEW MEXICO DROPOUT STUDY

SCHOOL NAME _____

ENTER EACH DROPOUT IN ONLY ONE CATEGORY ON THE FOLLOWING TABLE:

	11th GRADE										12th GRADE									
SEX	MALE					FEMALE					MALE					FEMALE				
ETHNICITY	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER
REASON FOR DROPPING OUT																				
DISCIPLINARY DIFFICULTIES																				
ENTER MILITARY																				
ILLNESS OF STUDENT																				
INABILITY TO ADJUST TO THIS ENVIRONMENT																				
PREGNANCY																				
MARRIAGE																				
EMPLOYMENT																				
POOR ACADEMIC ACHIEVEMENT																				
STUDENT'S HELP NEEDED AT HOME																				
NON-ATTENDANCE																				
LACK OF INTEREST																				
LEGAL DIFFICULTIES																				
PARENTAL REQUEST																				
OTHER - GIVE A REASON FOR EACH PERSON IN THIS CATEGORY (Attach sheet if necessary)																				
TOTAL DROPOUTS																				
*TOTAL ENROLLMENT - MEMBERSHIP																				

BLK - BLACK
N.Am. - NATIVE AMERICAN
SP - SPANISH
ORNT - ORIENTAL
OTHER - ANGLO, etc.

*Enrollment - Membership - Total number of students who appear on your school rolls at any time, for any length of time for school year (July 1 through June 30).

If you are unable to contact the student in order to obtain a reason for dropping out, please infer as best you can.

To be returned to the Evaluation Unit, State Department of Education, Santa Fe, New Mexico 87503, by June 30, 1977.

SDE - 093-77

ADDENDUM II: SUMMARY DATA

A. Enrollment as Reported, grades 9-12: 92,423

Dropouts as Reported, grades 9-12: 5,527

Dropout Rate $\left(\frac{\text{\# Dropouts}}{\text{\# Enrollment}}\right)$: 5.98%

- Schools not included - Escalante High School-Chama, Cuba High School, West Las Vegas Junior High.

B. Dropouts by Reason Reported:

Rank	Reason	No.	% of Total
1	Non-Attendance	2444	44.1
2	Lack of Interest	444	8.0
3	Marriage	402	7.3
4	Employment	366	6.6
5	Disciplinary Difficulties	363	6.6
6	Other (see below)	360	6.5
7	Parental Request	312	5.6
8	Poor Academic Achievement	160	2.9
9	Enter Military	156	2.8
10	Inability to Adjust	135	2.4
11	Pregnancy	135	2.4
12	Illness	120	2.2
13	Legal Difficulties	91	1.6
14	Help Needed at Home	38	0.7

- Reasons listed as "Other"

1	Unknown/Do Not Know	159	44.2
2	Take GED	114	31.7
3	Runaway	53	14.7
4	Job Corps/WIN	14	3.9
5	Too Old	9	2.5
6	Death	7	1.9
7	Lost Records	2	0.6
8	Lack of Family Support	2	0.6

C. Number and Per Cent of Dropouts by Ethnic Group

Group	# Enrolled	# Dropouts	% Dropout of Group	% Enrolled of total	% Dropout of Total
Black	1,794	145	8.1	1.9	2.6
Native American	6,915	709	10.3	7.5	12.9
Spanish	37,208	2,408	6.5	40.3	43.7
Oriental	360	8	2.2	0.4	0.1
Anglo/Other	46,023	2,245	4.9	49.9	40.7

- Schools not included - Mountainair High School, Cuba High School, Escalante High School-Chama, West Las Vegas Junior High School.

D. Number and Per Cent of Dropouts by Grade Level

Grade	# Enrolled	# Dropouts	% Dropout of Grade	% Enrolled of Total	% Dropout of Total
Ninth	26,702	1,111	4.2	28.9	20.1
Tenth	25,758	1,813	7.0	27.9	32.9
Eleventh	21,329	1,601	7.5	23.1	29.0
Twelfth	18,511	990	5.3	20.1	18.0

- Schools not included - Mountainair High School, Cuba High School, Escalante High School-Chama, West Las Vegas Junior High School.

E. Number and Per Cent of Dropouts by Sex

Sex	# Enrolled	# Dropouts	% Dropout of Group	% Enrolled of Total	% Dropout of Total
Male	46,200	2,945	6.4	50.0	53.3
Female	46,223	2,582	5.6	50.0	46.7

- Schools not included - Cuba High School, Escalante High School-Chama, West Las Vegas Junior High Schools

F. Number and Per Cent of Dropouts by Region*

Area	# Enrolled	# Dropouts	% Dropout in Area	% Enrolled of Total	% Dropout of Total
Northwest	21,731	1,879	8.6	23.5	34.0
Northeast	7,531	451	6.0	8.1	8.2
Southwest	15,836	1,078	6.8	17.1	19.5
Southeast	19,263	1,602	8.3	20.8	29.0
Albuquerque	28,062	517	1.8	30.4	9.4

*Districts included in Regional designation

I. Northwest

Aztec	Dulce	Jemez Springs
Bernalillo	Espanola	Los Alamos
Bloomfield	Farmington	Ojo Caliente
Central	Gallup	Pojoaque
Chama Valley[1]	Grants	Santa Fe
Cuba[1]	Jemez Mountain	

[1]Not in Survey

II. Northeast

Cimarron	Las Vegas West[2]	Questa	Vaughn
Clayton	Logan	Raton	Wagon Mound
Des Moines	Maxwell	Roy	
Encino	Mora	San Jon	
Estancia	Moriarty	Santa Rosa	
Grady	Mosquerp	Springer	
House	Pecos	Taos	
Las Vegas City	Penasco	Tucumcari	

[2]Partial total only

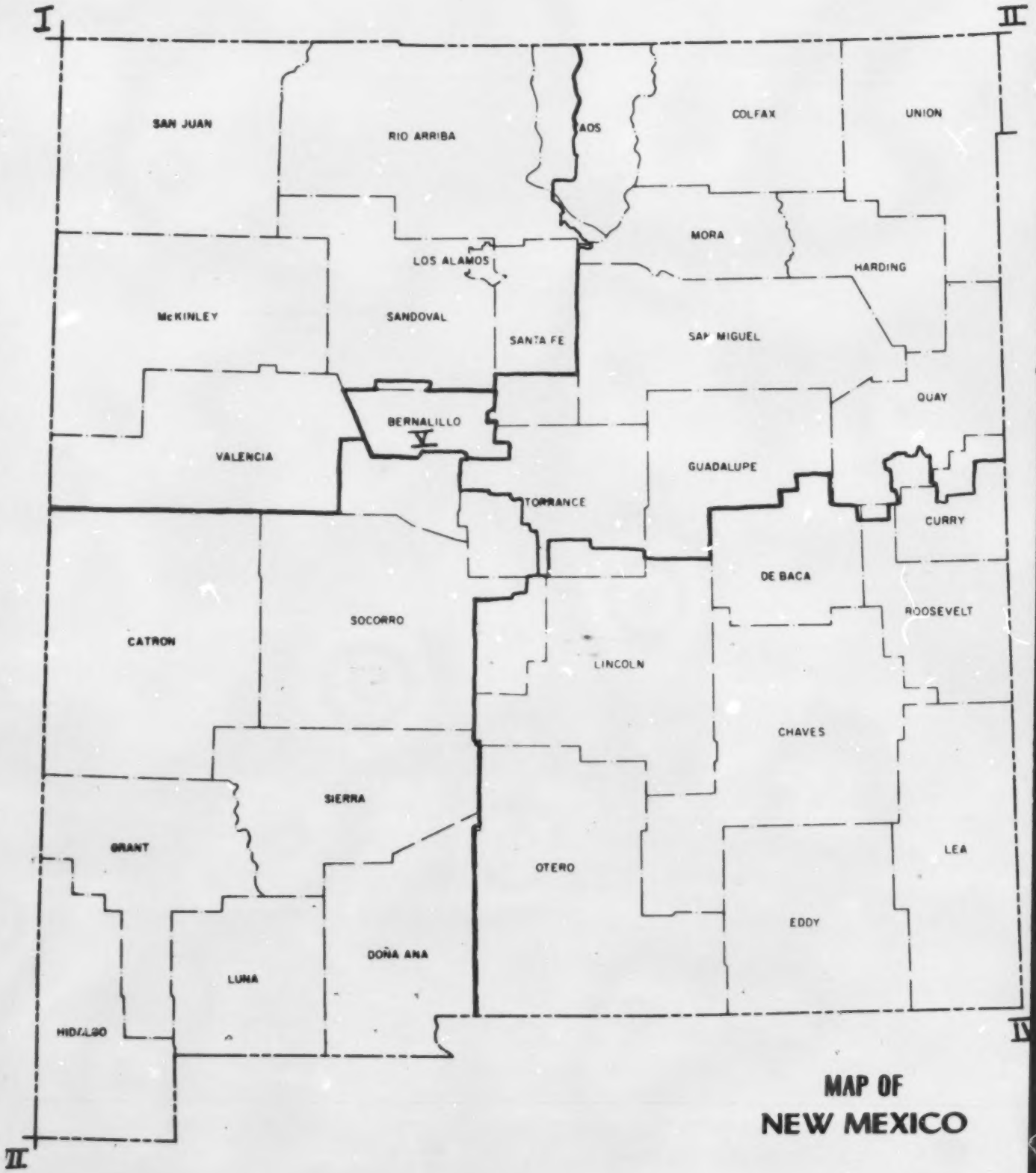
III. Southwest

Animas	Las Cruces	Reserve
Belen	Lordsburg	Silver City
Cobre	Los Lunas	Socorro
Deming	Magdalena	T or C
Gadsden	Mountainair	
Hatch Valley	Quemado	

IV. Southeast

Alamogordo	Elida	Lovington
Artesia	Eunice	Melrose
Capitan	Floyd	Portales
Carlsbad	Fort Sumner	Roswell
Carrizozo	Hagerman	Ruidoso
Cloudcroft	Hobbs	Tatum
Clovis	Hondo	Texico
Corona	Jal	Tularosa
Dexter	Lake Arthur	
Dora	Loving	

V. Albuquerque



MAP OF NEW MEXICO

ADDENDUM III: RANK BY DISTRICT (excluding Cuba and Chama Valley)

Rank	District	# Enrolled	# Dropouts	Dropout Rate
1	Corona	59	8	13.6
2	Gallup-McKinley	3,606	470	13.0
3	Hobbs	2,180	268	12.3
4	Central	1,598	193	12.1
	Jemez Springs	190	23	12.1
6	T or C	465	52	11.2
7	Santa Fe	3,833	418	10.9
8	Las Vegas City	775	78	10.1
9	Capitan	90	9	10.0
10	Mountainair	123	12	9.8
11	Roswell	3,172	302	9.5
	Deming	1,143	109	9.5
	Moriarty	327	31	9.5
14	Clovis	3,036	281	9.3
15	Ruidoso	415	38	9.2
16	Carlsbad	2,245	204	9.1
	Lordsburg	364	33	9.1
18	Bloomfield	776	70	9.0
19	Portales	818	71	8.7
20	Gadsden	1,470	123	8.4
21	Aztec	866	69	8.0
	Eunice	262	21	8.0
23	Grants	1,909	145	7.6
	Lovington	873	66	7.6
25	Farmington	2,998	226	7.5
26	Tularosa	484	36	7.4
	Santa Rosa	417	31	7.4
28	West Las Vegas (partial total)	794	58	7.3
	Texico	164	12	7.3
30	Taos	630	45	7.1
	Dexter	240	17	7.1
32	Socorro	674	47	7.0
	Cimarron	128	9	7.0
34.	Bernalillo	873	60	6.9
35	Magdalena	193	13	6.7
36	Las Cruces	6,305	419	6.6
	Los Lunas	1,164	77	6.6
38	Artesia	1,180	77	6.5
	Questa	309	20	6.5
40	Estancia	251	16	6.4
41	Tucumcari	1,109	70	6.3
42	Hagerman	114	7	6.1
43	Alamogordo	2,545	153	6.0
	Espanola	2,203	133	6.0
	Encino	50	3	6.0
	Lake Arthur	50	3	6.0
47	Silver City	1,069	61	5.7
	Jemez Mountain	148	8	5.7
49	Belen	1,345	73	5.4
50	Cobre	843	44	5.2
	Cloudcroft	135	7	5.2

Rank	District	# Enrolled	# Dropouts	Dropout Rate
51	Raton	695	32	4.6
52	Maxwell	45	2	4.4
53	Dulce	235	10	4.3
54	Mora	334	14	4.2
55	Quemado	79	3	3.8
56	Clayton	378	14	3.7
57	Springer	167	6	3.6
58	Wagon Mound	86	3	3.5
59	Pecos	268	9	3.4
60	Ojo Caliente	219	7	3.2
61	Hatch Valley	296	8	2.7
	Fort Sumner	183	5	2.7
63	Penasco	284	7	2.5
	Tatum	157	4	2.5
	Floyd	79	2	2.5
66	Dora	84	2	2.4
67	Jal	263	6	2.3
68	Los Alamos	1,847	38	2.1
	Pojoaque	430	9	2.1
70	Albuquerque	28,062	517	1.8
71	Animas	188	3	1.6
	Melrose	127	2	1.6
73	Roy	67	1	1.5
74	Logan	80	1	1.3
	Vaughn	75	1	1.3
76	Reserve	115	1	0.9
77	Carrizozo	129	1	0.8
78	Hondo	87	0	0
	Des Moines	67	0	0
	Grady	64	0	0
	San Jon	52	0	0
	Mosquero	51	0	0
	Elida	49	0	0
	Loving	43	0	0
	House	28	0	0

ADDENDUM IV

Rank by School, excluding: Cuba High School, Escalante High School-Chama, West Las Vegas Junior High School.

Note: In districts with only one junior high school and one senior high school, the junior high school figures are incorporated into the totals listed here. The actual value for the high school is invariably higher by a small percentage than that listed.

Rank	School-District	# Enrolled	# Dropouts	Rate
1	Zuni-Gallup	377	72	19.1
2	Hobbs	1,467	256	17.5
3	Crownpoint-Gallup	398	65	16.3
4	Shiprock-Central	976	150	15.4
5	Newcomb J.H.S.-Central	82	12	14.6
6	Corona	59	8	13.6
7	Gallup	1.861	245	13.2
8	Vo. Tech.-Santa Fe	583	75	12.9
9	Jemez Valley-Jemez Springs	190	23	12.1
10	Hot Springs-T or C	465	52	11.2
11	Carlsbad Senior H.S.	1,016	112	11.0
	Lovington	590	65	11.0
13	Thoreau-Gallup	404	43	10.6
	Santo Domingo J.H.S.-Bernalillo	47	5	10.6
15	Robertson-Las Vegas City	775	78	10.1
16	Goddard-Roswell	1,514	152	10.0
	Grants	1,056	106	10.0
	Capitan	90	9	10.0
19	Farmington	1,908	188	9.9
20	Mountainair	123	12	9.8
21	Santa Fe	3,094	301	9.7
22	Deming	1,143	109	9.5
	Moriarty	327	31	9.5
24	Tucumcari	521	49	9.4
25	Ruidoso	415	38	9.2
26	Alamogordo Senior High	1,082	98	9.1
	Lordsburg	364	33	9.1
28	Roswell	1,658	150	9.0
	Bloomfield	776	70	9.0
30	Portales	818	71	8.7
	Navajo Junior High-Gallup	46	4	8.7
32	Gadsden	1,470	123	8.4
	Espanola Valley	1,388	117	8.4
34	Clovis	2,120	172	8.1
35	Aztec	866	69	8.0
	Eunice	262	21	8.0
37	Tohatchi-Gallup	520	41	7.9
38	Mayfield-Las Cruces	1,919	148	7.7
39	West Las Vegas	736	56	7.6
40	Carlsbad Mid-High	1,229	92	7.5
41	Tularosa	484	36	7.4
	Santa Rosa	417	31	7.4
43	Texico	164	12	7.3

Rank	School-District	# Enrolled	# Dropouts	Rate
44	Central	374	27	7.2
45	Taos	630	45	7.1
	Tibbets J.H.-Farmington	241	17	7.1
	Dexter	240	17	7.1
48	Socorro	674	47	7.0
	Bernalillo	588	41	7.0
	Laguna-Acoma-Grants	373	26	7.0
	Cimarron	128	9	7.0
52	Manzano-Albuquerque	2,356	159	6.7
	Magdalena	193	13	6.7
54	Los Lunas	1,164	77	6.6
55	Artesia	1,180	77	6.5
	Questa	309	20	6.5
57	Estancia	251	16	6.4
58	Las Cruces	2,009	126	6.3
59	Hagerman	114	7	6.1
60	Yucca J.H.-Clovis	234	14	6.0
	Encino	50	3	6.0
	Lake Arthur	50	3	6.0
63	Bernalillo J.H.	238	14	5.9
64	Silver City	1,069	61	5.7
65	Belen	1,345	73	5.4
	Coronado-Jemez Mountain	148	8	5.4
67	Cobre	843	44	5.2
	Cloudcroft	135	7	5.2
69	Raton	695	32	4.6
70	Maxwell	45	2	4.4
71	Dulce	235	10	4.3
72	Mora	334	14	4.2
73	Clayton	338	14	4.1
74	Alamogordo Mid-High	1,421	55	3.9
	Franklin J.H.-Grants	229	9	3.9
76	Quemado	79	3	3.8
77	Springer	167	6	3.6
78	Heights J.H.-Farmington	608	21	3.5
	Wagon Mound	86	3	3.5
80	Pecos	268	9	3.4
	Valley J.H.-W. Las Vegas	58	2	3.4
82	Mesa Vista-Ojo Caliente	219	7	3.2
83	Highland J.H.-Hobbs	223	7	3.1
84	Espanola J.H.	394	12	3.0
85	Los Alamos	1,325	38	2.9
86	Hatch	296	8	2.7
	Fort Sumner	183	5	2.7
88	Cibola-Albuquerque	1,761	46	2.6
	Court J.H.-Las Cruces	352	9	2.6
90	Penasco	284	7	2.5
	Tatum	157	4	2.5
	Floyd	79	2	2.5
93	Del Norte-Albuquerque	2,004	48	2.4
	Marshall J.H.-Clovis	249	6	2.4
	Heizer J.H.-Hobbs	205	5	2.4
	Central J.H.	166	4	2.4
	Dora	84	2	2.4

Rank	School-District	# Enrolled	# Dropouts	Rate
98	Gattis J.H.-Clovis	265	6	2.3
	Jal	263	6	2.3
100	Pojoaque	430	9	2.1
	McKinley J.H.-Albuquerque	340	7	2.1
102	Highland-Albuquerque	2,870	56	2.0
	Kennedy J.H.-Albuquerque	396	8	2.0
104	Valley-Albuquerque	1,828	33	1.8
105	Albuquerque	2,630	44	1.7
	Hayes J.H.-Albuquerque	236	4	1.7
107	Webster J.H.-Grants	251	4	1.6
	Animas	188	3	1.6
	Melrose	127	2	1.6
110	Alameda J.H.-Las Cruces	393	6	1.5
	Roy	67	1	1.5
112	West Mesa-Albuquerque	2,407	34	1.4
	Garfield J.H.-Albuquerque	358	5	1.4
114	Logan	80	1	1.3
	Vaughn	75	1	1.3
116	Jackson J.H.-Albuquerque	245	3	1.2
117	Kennedy J.H.-Espanola	421	4	1.0
118	Reserve	115	1	0.9
119	Zia J.H.-Las Cruces	370	3	0.8
	Carrizozo	129	1	0.8
121	Eldorado-Albuquerque	2,952	21	0.7
	Centra J.H.-Lovington	137	1	0.7
123	Grant J.H.-Albuquerque	330	2	0.6
	Taft J.H.-Albuquerque	328	2	0.6
125	Sandia-Albuquerque	2,960	16	0.5
126	Tucumcari J.H.	549	2	0.4
127	Rio Grande-Albuquerque	3,373	10	0.3
128	Lynn J.H.-Las Cruces	937	2	0.2
129	Cleveland J.H.-Albuquerque	415	0	0
	Cumbres J.H.-Los Alamos	333	0	0
	Houston J.H.-Hobbs	285	0	0
	Hermosa J.H.-Farmington	241	0	0
	Pueblo J.H.-Los Alamos	189	0	0
	Taylor J.H.-Lovington	146	0	0
	Hondo	87	0	0
	Roosevelt J.H.-Albuquerque	86	0	0
	Des Moines	67	0	0
	Grady	64	0	0
	White Sands J.H.-Las Cruces	54	0	0
	San Jon	52	0	0
	Mosquero	51	0	0
	Elida	49	0	0
	Loving J.H.	43	0	0
	Weed-Alamogordo	42	0	0
	Amistad-Clayton	40	0	0
	House	28	0	0

Alternative and Evening High Schools

Rank	School-District	# Enrolled	# Dropouts	Rate
1	Mayfield Night-Las Cruces	183	109	59.6
2	Clovis Evening	168	83	49.4
3	Tucumcari Night	39	19	48.7
4	Santa Fe Alternative	156	42	26.9
5	Las Cruces Alternative	88	16	18.2
6	Freedom High-Albuquerque	187	19	10.2

ADDENDUM V

Late Arrivals

Cuba Independent Schools

Enrollment	396
Dropouts	38
Dropout Rate	9.6%

Breakdown:

Group	# Enrolled	# Dropouts	% Dropout of Group
Native American	179	35	19.6
Spanish	166	1	0.6
Anglo/Other	51	2	3.9
Male	183	17	9.3
Female	213	21	9.9
Ninth	126	25	19.8
Tenth	117	3	2.6
Eleventh	71	8	11.3
Twelfth	82	2	2.4

NEW MEXICO DROPOUT STUDY ADDENDUM VI

SCHOOL NAME Statewide Summary

SCHOOL CODE _____

(Complete as appropriate)

_____ North Central Association High School _____ Non-North Central Association High School

*TOTAL ENROLLMENT _____ 1–200 _____ 201–500 _____ 501–1000 _____ 1001–1500 _____ 1501–2000 and over

ENTER EACH DROPOUT IN ONLY ONE CATEGORY ON THE FOLLOWING TABLE:

	9th GRADE										10th GRADE									
SEX	MALE					FEMALE					MALE					FEMALE				
ETHNICITY	BLK	N Am	SP	ORNT	OTHER	BLK	N Am	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N Am.	SP	ORNT	OTHER
REASON FOR DROPPING OUT																				
DISCIPLINARY DIFFICULTIES	2	13	30		20	2	5	16	1	13	4	9	31		37	1	5	13		31
ENTER MILITARY			3		4					1	1	1	21	1	14			1		3
ILLNESS OF STUDENT		1	4		7			8		8	1	1	5		8	1	2	11		12
INABILITY TO ADJUST TO THIS ENVIRONMENT	1	14	7		4		2	4		4		6	9		9		2	4		6
PREGNANCY							8	14		8						3	5	16		14
MARRIAGE			2		3		5	24		11		1	7		3	2	4	53		54
EMPLOYMENT		5	5		7		1	2		4	4	9	27		31	1	2	7		11
POOR ACADEMIC ACHIEVEMENT		7	4		3		9	6		1	1	7	22		4			4		1
STUDENT'S HELP NEED AT HOME		2	3				3					1	2				1	2		1
NON-ATTENDANCE	7	85	158		78	6	69	112	1	82	12	40	234		149	18	55	171		150
LACK OF INTEREST		16	16		8		22	10		6	1	12	36		31	1	14	22		14
LEGAL DIFFICULTIES		3	9		4			4		5	1		15		11			4		5
PARENTAL REQUEST	1	5	9		7		10	8		6	1	2	18		39	2	5	26		26
OTHER – GIVE A REASON FOR EACH PERSON IN THIS CATEGORY (Attach sheet if necessary)		1	6		8	1	6	5		17	1	1	36		22	3	4	18		30
TOTAL DROPOUTS	11	152	256	0	153	9	140	213	2	166	27	90	463	1	358	32	99	357	0	358
*TOTAL ENROLLMENT – MEMBERSHIP	281	1,115	5,431	67	6,449	260	1,136	5,410	65	6,142	266	909	5,113	45	6,585	274	1,017	4,993	29	6,278

BLK = BLACK
N Am. = NATIVE AMERICAN
SP = SPANISH
ORNT = ORIENTAL
OTHER = ANGLO, etc.

*Enrollment – Membership Total number of students who appear on your school rolls at any time, for any length of time for school year (July 1 through June 30).

If you are unable to contact the student in order to obtain a reason for dropping out, please infer as best you can.

To be returned to the Evaluation Unit, State Department of Education, Santa Fe, New Mexico 87503, by June 30, 1977.

SDE – 1993 77

Not used: Gadsden
Mountainair
West Las Vegas J.H.S.
Escalante High School-Chama

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NEW MEXICO DROPOUT STUDY

SCHOOL NAME _____

Page 2

ENTER EACH DROPOUT IN ONLY ONE CATEGORY ON THE FOLLOWING TABLE:

	11th GRADE										12th GRADE									
SEX	MALE					FEMALE					MALE					FEMALE				
ETHNICITY	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER	BLK	N.Am.	SP	ORNT	OTHER
REASON FOR DROPPING OUT																				
DISCIPLINARY DIFFICULTIES*	4	2	19	1	43	1		11		12	3	1	7		4	1		1		10
ENTER MILITARY	1		17		27					1	2		16		38					
ILLNESS OF STUDENT			1		7	2	2	6		14	1		2		3					9
INABILITY TO ADJUST TO THIS ENVIRONMENT		2	11		8		4	13		8		4	3		5			2		8
PREGNANCY							18	13		12						1	7	8		9
MARRIAGE		2	4		4		5	48		57		2	4		19	1	3	36		43
EMPLOYMENT		6	44		51		2	12		24		5	39		26		1	10		16
POOR ACADEMIC ACHIEVEMENT	1	1	16		16		9	10		4		1	13		10		1	7		2
STUDENT'S HELP NEEDED AT HOME			3		2		2	2		3		4			1		3			3
NON-ATTENDANCE	16	32	164		127	10	40	118	1	113	4	20	71	1	103	8	17	60	1	65
LACK OF INTEREST	1	12	29		29		9	27		24	1	9	16		31	1	9	8		18
LEGAL DIFFICULTIES			6		5			3					3		7			3		4
PARENTAL REQUEST		8	19		26		5	17		26			8		11	1	1	3		13
OTHER - GIVE A REASON FOR EACH PERSON IN THIS CATEGORY (Attach sheet if necessary)	3	2	22		26		4	17	1	39	1	3	29		16	2	5	11		14
TOTAL DROPOUTS	26	67	356	1	371	13	100	297	2	337	12	49	211	1	274	15	47	148	1	214
*TOTAL ENROLLMENT - MEMBERSHIP	201	754	3,965	49	5,318	202	853	4,117	27	5,550	153	651	3,471	41	4,710	157	659	3,672	37	4,777

BLK = BLACK
N.Am. = NATIVE AMERICAN
SP = SPANISH
ORNT = ORIENTAL
OTHER = ANGLO, etc.

*Enrollment - Membership. Total number of students who appear on your school rolls at any time, for any length of time for school year (July 1 through June 30).

If you are unable to contact the student in order to obtain a reason for dropping out, please infer as best you can.

To be returned to the Evaluation Unit, State Department of Education, Santa Fe, New Mexico 87503, by June 30, 1977.

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A REVIEW OF LITERATURE

The review of the literature was undertaken to provide a basic understanding of the problem with which the study will be concerned and to obtain suggestions for alleviating the dropout problem with respect to each specific reason given for students leaving school. The material reviewed included books, periodicals, reports, bulletins and microfilm pertaining to the general subject of public school student dropouts.

The dimension of the dropout problem has been cited by many writers. Although the dropout rate has decreased in recent years, its impact is still of great importance to educators.

Dentler and Warshauer (21, p. 1) discuss the dropout problem from the standpoint of economic security. In pointing to the difference between earning power of indiviudals who have achieved a higher level of education and that of individuals who have not, Dentler and Warshauer make the following observations:

> Since World War II, the symbols of education have become crucial. In 1959, adult workers with eighth grade diplomas earned $3,600 a year on the average. Those who went on to high school but withdrew before graduating earned about $4,300. High school graduates earned about $4,800 on the average that year. The greatest gap falls between the income of college graduates and everyone else, suggestions that in the near future not even the high school diploma will offer much work and income security (21, p.1).

Daniel Schreiber, in a book which was edited by Torrance and Strom, states that the school of the past was not confronted with the dropout (39, p. 149). One major reason for this was that there generally existed an at least adequate demand for low-skilled and unskilled workers, a demand that people of low educational background-dropouts-readily filled. In this light, the process of school failure insured sufficient numbers of low-skilled and unskilled workers.

The National Education Association, in its research summary of school dropouts in 1967, viewed the magnitude of the problem in terms of an economic and manpower loss to our nation (34, p. 46). This report indicates that while the goal of public school education in the United States appears to be a free education through high school for all able youth, figures show that approximately 29 per cent of the nation's potential high school graduates of 1965 withdrew from school before graduation.

Concern for the dropout problem is also indicated by the amount of research that has been done in this area. An almost overwhelming number of articles of opinions and reports of empirical research on the school dropouts has been published. One comprehensive investigation of research literature on the subject found that 800 references had been published before June, 1956 (7).

Concern for the dropout problem is not new. As early as 1872 when the high, school graduate, rather than the dropout, was the exception, a paper entitled "The Early Withdrawal of Pupils from School: Its Causes and Its Remedies" was presented to the National Education Association, Department of Superintendence (26,pp. 260-271).

One of the earliest studies on the dropout problem was conducted by George S. Counts (17). This study dealt with the nature of school students during the 1920's and with procedures for providing programs for them. Some of the questions with which this study was concerned had implications for many subsequent studies on student dropouts. Counts used as a basis for consideration factors relating to parental occupation, student progress in school, socioeconomic level of the student's home, family influence, race, national origin, and other sociological bases. origin, and other sociological bases.

The American Council of Education indicated the gravity of the dropout problem in 1938 by reporting that in that year four out of ten youths had not received an education beyond the eighth grade (6). Even in that year recommendations were made for changes in general education programs better to meet the needs of students and to encourage them to remain in school.

Dillon, in his study on dropouts indicates that attendance of potential dropouts grew worse as they proceeded from elementary through junior high and senior high school (22, p.33).

In Cook's study on dropouts, the responses that he received from students showed that most gave "going to work" as the reason for their leaving school (16, p. 72). Cook further indicates that reasons given by counselors for students leaving school were different, in most cases, from those given by students.

Artley notes the significance of the ability to read as it relates to the dropout problem. He emphasizes that the primary attack on reading at the secondary school level should be through a program designed to promote maximum reading growth among all students to the end that their capacities and needs will be realized (3, p. 322). Green (25) in a more recent article concerning reading and dropouts notes that it is widely recognized that reading and the dropout problem are closely related, and that it is at the secondary school level that the two often become one.

Conant, in his book The American High School Today, also emphasized the importance of the school curriculum in attacking the dropout problem (14). In this book Conant places importance on directing students toward vocational courses as a means of providing more realistically for the potential dropout (14, pp. 51-56).

Several writers indicated that students are pushed out of school (12,pp. 69-70: 29, p. 28: 31, pp. 187-188). These writers indicate that teachers and administrators, because they are intolerant of student needs, are responsible for many student's leaving school prematurely.

Glasser indicates that the major problem of schools is a problem of failure. This factor contributes greatly to the student dropout rate in many schools (24, p.7).

An inadequate curriculum has been given as a cause for some dropouts (38, pp. 13, 144). Chansky lists several other factors which he considers to be important contributors to the

student dropout rate. The factors he cites, in addition to an inadequate curriculum are finances, early marriage, poor health, inadequate guidance, poor interpretation of school programs, too many fees, low mentality, frequent change of schools, and poor discipline (13, p. 37). Murry also indicates that the school curriculum generally is not designed to meet the needs and abilities of many potential dropouts (33, pp. 229-233).

Cassel and Coleman compiled a long list of potential causes of dropouts (11). Among those causes listed are (1) failure of one or more school years, (2), being, or falling a year or more behind in reading or arithmetic, (3) poor school attendance and numerous truancies, (4) high mobility of family, (5) poor general and personal adjustment, (6) disciplinary problems, (7) reaching sixteen years of age or older, (8) frequent illness and tendency to fatigue easily, (9) broken or weak home, and (10) education of parents at low level.

Recommendations for Dropout Reduction and Prevention

Efforts to reduce or prevent student dropouts in American schools have been many and varied. Howard and Stoumbis (27, p. 12) emphasize the need to shift the central focus in school organization to the student instead of the school. They indicate that the curriculum of schools should be adapted to the individual needs of students. The Jersey Street Academy Program (5, pp. 240-242) was implemented to reclaim dropouts by marshalling private and public resources to develop alternative educational approaches. This program was proposed by Governor Richard J. Hughes in April, 1968. The street academics did not survive by name, but the objectives that were formulated for them are being carried on by the newly established Neighborhood Education Centers.

A performance contracting program was begun in the Dallas Independent School District. A preliminary proposal submitted to the United States Office of Education for funding under Title III, Elementary and Secondary Education Act (ESEA), for dropout prevention, indicates that performance contracting will focus on mathematics, reading and communication, achievement motivation, and occupational training. The preliminary proposal calls for use of bilingual materials, since many potential dropouts in the Dallas Independent School District are Mexican-Americans (23, p. 510).

A report by the Dallas Independent School District indicates that there was a 33 per cent decrease in the dropout rate for the 1970-1971 school year, when compared to 1969-1970 (19). This report indicates that almost every school in the district showed a decrease, and that those schools that had the highest incidence showed the greatest decrease. According to this report, the dropout decline reflected the result of the many efforts aimed at reaching the dropout, a few of which include (1) the deep concern of the administration and staff, (2) the dropout study conducted by counselors and follow-up by visiting teachers and community guidance centers, (3) special programs in vocational and career training, (4) bilingual education, and (5) efforts of teachers to individualize instruction.

Efforts similar to those initiated in Dallas have also been started in Texarkana and San Diego.

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AN OFF HANDED NOTE OF THANKS

Given the abundance of paper which the SDE, PSF, USOE, OCR, EEOC, et. al. request from local school districts each year, it is amazing and quite gratifying that the New Mexico Dropout Study contained as few reporting and arithmetic errors as it did. For example, there was not a single case of male pregnancy reported. There were, however, several instances of large Native American populations reported from school districts in counties that have not known such a concentration of Indian peoples for at least 300 years. Next year's study will include a specific definition of Native American as "Indian," "Navajo", etc. If, on the other hand, such numbers of Native Americans do exist in these districts and the error is on the part of the SDE, local school administrators will be immediately informed of the vast financial potential available from the federal government for funding Native American programs.